Teacher Time

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Kristin Ainslie: Hi, everyone. Welcome to Teacher Time today. We are your hosts. I'm Kristin Ainslie.

Dawn Williams: Hi, I'm Dawn Williams.

Kristin: We are both curriculum specialists here at NCQTL, and we have both been former teachers.

Dawn: That's right. Okay, so we'd like to point out a couple of things on the screen in front of you today.

Kristin: That's right, so there's a chat box we will use a lot today. So, make sure you can locate that. Also make sure you can locate the sign-in and the evaluation, and if you don't see them, you may not be on the new teachertime.org, so double-check that you can see those.

Dawn: Okay, and we want to know who is here today, so please go ahead and sign in. This is how we keep track of your attendance, and then through this you can also sign in to join our Teacher Time community. Through that you'll receive email communications from us, announcements of upcoming webinars, and the follow-up documents.

Kristin: That's right. And, we love to know what you think. We really do read all of the evaluations. It is very important to us to know what you think of Teacher Time, if you're getting what you need out of it. So, please fill out the evaluation, and that will open up later in the show. The evaluation is how you'll receive your certificate, which will come through email in a few weeks. And, so just double-check that you are entering your name and email address exactly as you want it to appear.

Dawn: Okay, so today we are going to be talking about digital technologies in preschool classrooms. We're going to use the NAEYC position statement on technology to guide a lot of our discussion today. We will also see some experts and teachers discuss how they're using technology in their classrooms and also see some video clips of technology being used in the classroom, as well.

Kristin: That's right. Okay. And, then we have our Try It Out! section, and we will give you today practical strategies, information for the classroom that you can use immediately. We're going to go through two activities today, and we're going to use -- introduce a planning form that you can use when you're planning to use digital technologies in the classroom. And, that'll be in our Try It Out! section.

Dawn: That's right, we're going to play a game. So,, be ready.

Kristin: That's right.

Dawn: After that we will go over our resources. And, then we have a new segment that Dr. Gail Joseph is going to do with us today. It's Behavior Management Minute. And, we'll also end with our Resiliency & Wellness with Gail, so we're so glad that she's here to join us.

Kristin: That's right. Okay, to start us off, we have a question for you. This is going to be a poll question. What types of technology do you use most often in your classroom right now? Could it be a smart

board, maybe a tablet computer, maybe you use your phone for taking video and photographs, desktop computers, or all of the above. So, go ahead and answer the questions on our poll, and we will be back in just a moment. [Music plays]

Dawn: All right, thanks, you guys, for completing that poll. What we're seeing is that most people are picking the desktop computer or the tablet. Not a lot of use of the smart board. And, a little bit of use of the cameras and video cameras in classrooms. So, that was really interesting to see with who's present in our show today.

Kristin: That's right, that's right.

Dawn: Yeah, because thinking about digital media, it's changed how we do a lot of things. It's changed how we play, how we interact with people, making friends, how we work, and how we're learning, as well.

Kristin: It's everywhere. It's all around us. And, it's all around children's lives, as well. It's in homes, technology, digital technology, media. It's in our back pockets, you know. It's everywhere.

Dawn: That's right.

Kristin: All right, so we are -- Dawn talked about this earlier. We're going to frame today's topic around the NAEYC and Fred Rogers Center joint position statement on using digital media with young children. And, so we all -- of course we know who NAEYC the organization is, and the Fred Rogers Center is based on the work of the late Fred Rogers. He was a TV, public television TV personality. Some of you don't know who he is; you may be too young. I definitely grew up watching "Mr. Rogers' Neighborhood." But his center, the Fred Rogers Center, gives lots and lots of structure and information around how to use digital media and media with young children.

Dawn: That's right. All right, so in that position statement there are several issues that kind of frame the use of digital technologies in classrooms. One point that it makes is that technology is interactive and digital media is here to stay. There's just going to be more and more of it, and more use of it is going to happen in preschool classrooms. We'll also talk about screen time. There's lots of debate about should there even be screen time, how to use that screen time, should it be limited, or should there not be any at all? And, then there's also some conflicting evidence about the impact of technology on child development, and we'll discuss that a little bit, as well as the digital divide.

Kristin: Okay, so thinking about screen time, now that we have so many smartphones around us and we have just in our back pocket, there's screens really everywhere we look. Thinking about interactive or passive use of that screen with children. So, interactive with joint media engagement. We'll talk a little bit about -- a little bit more about what joint media engagement is, but those are the kinds of things that we're thinking about today when we're talking, is it non-interactive or passive, or is it interactive with joint media engagement?

Dawn: So, there are numerous organizations, at least more than five are cited in that position statement, that have recommendations on limiting or no screen time at all.

Kristin: Yeah, that's right. So, the concerns about childhood obesity, of course, are in the forefront of people's minds. This is definitely a problem. And, in part because of the commercials that are shown on TV advertise unhealthy foods oftentimes. And, then paired with the overall lack of physical activity, when people are just sitting there watching a computer screen or a phone screen, it's another concern.

Dawn: And, then there's also another concern that digital media might be a replacement for active play. So, if you're just sitting in front of the screen and doing that passively, you're not engaged with other children, you're not running around the classroom or the house playing, and there's not a lot of interaction with adults. So, that brings up another concern with screen time.

Kristin: That's right. So, some more concerns that people have -- you know, studies have brought up, too, is the content of what children are watching on their screens, right? So, sometimes young children can be exposed to violent or over-sexualized images, stereotypes, also some inappropriate social behaviors that can be seen. So, we want to pay close attention to what children are watching.

Dawn: Yeah, I know, and even when TV's on in the background, that there's still some impact on children's development there. So, it may produce irregular sleep patterns, there could be some behavioral issues, there's some trouble with focus and attention, and all of that could lead to some negative social impacts or a decrease in academic performance if some of those are affecting how healthy children are feeling, and especially if it's affecting their sleep at night.

Kristin: That's right. So, clearly this is a very complicated issue, and we're kind of bringing up the things that a lot of folks have had concerns about. And, the show today is we really want to talk about ways to effectively use screens, screen time, computers, tablets, cameras, video cameras, games in a more interactive way.

Dawn: That's right.

Kristin: Okay, so thinking about interactive media content. This is what we want. This is when planning for using technology in the classroom. We want it to be designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults with viewing the media. So, thinking about the non-interactive media, it can lead to sometimes passive viewing, right? Non-interactive media can lessen the quality of interactions. When I actually first started teaching preschool, Dawn, I actually did not think about this when I was teaching. I would have the children at the computers, they would be playing, but I wouldn't allow other children to watch. And, I think in my mind I thought, well, that's just -- they're just sort of passively viewing it, which maybe they were, but I could have done a better job of using this tool as more of a social interaction for children. So, if I go back to the classroom, that's what I will do.

Dawn: And, I think that's a lot of the way that it's done. It's a station in the classroom that's available to be used at some point, and usually by an individual child.

Kristin: That's right.

Dawn: So, also that statement was talking about the conflicting views about whether young children should have access to certain screen media. So, what Kristin and I are going to do next, we're going to do a little role-play.

Kristin: Sure, yeah.

Dawn: A little bit of a role-play. And, we're going to throw out some competing claims that we often hear about using digital media in the classroom.

Dawn: Kristin?

Kristin: Yes.

Dawn: Digital media can be engaging to young children.

Kristin: But, Dawn, it can detract from their interest in books.

Dawn: It could, it could. However, it can help busy parents with their children. I mean, you know, maybe some parents turn it on while they're cooking dinner. Nobody does that, ever, never.

Kristin: No, no, not me. Okay, but here's the thing. Children don't want to give it up, right? Once they start, we'll never get them off.

Dawn: Yeah, especially if it's introduced in the classroom. They're going to be very into that. But it can be intentional and add to curriculum activities such as reading and spelling.

Kristin: Hmm, that's a very good point, Dawn.

Dawn: Well, thank you.

Kristin: But it can encourage passivity rather than active exploration and play if it's not used correctly.

Dawn: Right. So, there is -- there is, there are competing complaints, there's a lot of debate about the use of it in the classroom, and I'm sure there are things that you have considered, as well.

Kristin: So, really what it boils down to, what we're trying to make the point of, is that not all digital media is created equal. Some have true educational value and some do not. And, the ways in which it's introduced, the ways in which teachers and children interact with the media, can be planful and very intentional. So, it's really up to teachers and parents to be highly critical when selecting media that they want to use to enhance or to add to the general curriculum areas.

Dawn: That's right. And, so another issue that was brought in the position statement was the digital divide. And, you'll notice that the International Society for Technology in Education was saying that children should have basic skills in technology operations and concepts by the age 5. We were talking to Gail about this before the show, and she was sharing that a lot of kindergarten entrance assessments are done on the computer at age 5. So, just there, if children haven't had access to using a mouse or

seeing a keyboard or any type of exposure to that, it might be really difficult to take that kindergarten entrance exam.

Kristin: There's already a divide, right, when they first start, yeah.

Dawn: Already. And, then there's the thought about developing technological fluency and technological handling skills, kind of similar to the same way that you would develop book handling skills. There's a front to the book, there's a back to the book, there's a certain direction that you read that in, and every device has its own way that you use it. And, so that type of exposure and awareness will also contribute to the digital divide if you're not getting access to it.

Kristin: That's right. So, thinking about the opportunity gap that can be created when some children have a greater access to technology than others. So, because technology can and should be used to address learning goals, to be used as a tool to enhance the learning that happens, there are just some children who will naturally have more opportunities than others to play and work on their goals if they're exposed to educational digital technologies. So, in the same way that there's efforts to increase the number of high-quality books in low-income classrooms, we also want to increase the amount of exposure that children get to technology tools.

Dawn: That's another reason why we say thank goodness for Head Start.

Kristin: That's right, absolutely. You can do this. Okay, so we're going to watch a video now with Dr. Doug Clements and Julie Sarama. They are from the University of Denver, and they're going to talk about how technology can be a bridge to help children make connections from their activities that they're doing in the classroom to their actual learning. Let's watch that.

[Video begins]

Dr. Julie Sarama: We want children counting stairs, we want them counting blocks, we want them counting each other. We want them counting everything. Being on the computer and counting the things on the screen is just one more environment, and we can structure the technology -- and this is very important -- to support children's counting wherever they are developmentally.

Woman on computer: Be sure to go slowly and look carefully.

Dr. Doug Clements: The computer, though, even in just five or ten minutes, two or three times a week, offers that ability to take those kind of activities kids have done physically and lead to be a bridge between that very concrete kind of movement activity and the slightly more abstract world of the screen and mathematics. It's that bridge, the connection between the physical concrete and the abstract mathematics that leads to a firm foundation and a firm understanding of mathematical ideas.

[Video ends]

Dawn: All right, so there were quite a few good things that they said in that video, and he was really trying to emphasize how to use technology in the classroom to meet learning goals that children already have.

Kristin: That's right.

Dawn: And, that NAEYC position statement certainly says that same thing. You know, technology can be used as a bridge, they said, to connect something that could be abstract and make it something that is more hands-on that children can use in the classroom. We will also show you a slide later that makes a bit of that connection. But there really is evidence to show how you can use it to support what you're already doing in the classroom.

Kristin: Right, so our big takeaways from that, what we want to talk about, is again from the position statement, that really using professional judgment is required. We can't just put something out and hope that it, you know, helps, or hope that it enhances children's learning. There are so many things that are labeled educational -- programs or applications or games -- and really it needs to be thought of -- thought about. So, thinking about age of the child, age of the game that's recommended or the computer program that you're using. Is it at the correct developmental level? Does it meet all children's needs in the classroom, their interests, their abilities? All matter. So, again, this wasn't something that I thought about when I used computers or technology in my classroom, and thinking about each one of these pieces will make it so much more effective. We want it to be hands-on, we want it to be, of course, engaging, and then we also want it to be able to scaffold learning that's already happening.

Dawn: Absolutely, and there's just so many apps and video games and things to choose from. And, this isn't something I was thinking about before I started using all those things, but you really have to take the time to play it and try it out yourself.

Kristin: You do, absolutely.

Dawn: You can't just select some things; there's so many things to select from, and you really don't know what the educational outcome is going to be, and not all digital media is created equally.

Kristin: No, it's really not.

Dawn: You really end up having to take the time to do that. And, so some of the other big takeaways were that when used appropriately, technology and media can really help children learn important skills. You can also help promote social interactions and engagement between peers and with other adults in the classroom, and this is a way that you could try to foster the home-school connection a bit more. Like you could make recommendations to parents about which -- like a game or an app that might support the learning goals that you're already doing in the classroom, and you could maybe give them some suggestions about questions to ask while they're playing that game to help make that connection and reinforce what you're already doing.

Kristin: That's really great. Okay, so now that we have some framework for what's recommended, what's not recommended, we want to think about how to actually use technology in the preschool classroom.

Okay. So, here are some questions that we recommend you ask when thinking about using technology. So, how it's selected, how are you going to use it, when and how to integrate it, and how to evaluate it. Right? So, when am I going to put this -- use this technology? What activity am I going to use this technology in? What are the classroom rules that I'm going to use around it? And, how am I going to know if it's working or if it's doing what I want it to do?

Dawn: Right. There is a checklist that we're going to show you that came from the Fred Rogers Center that has -- it's a fantastic checklist that we based this section on, and it has criteria you can use to select, use, integrate, and evaluate it. So, we really recommend that you click on that link, because that'll have some great concrete recommendations for you to use, and it's going to guide the rest of our discussion here. All right, so let's check out this video. It's of a couple of teachers discussing how they use technology in the classroom.

Kristin: All right.

[Video begins]

Samuel Mora: When these kids come in, we have two computers in our classroom. And, they come in, a lot of them don't even know how to turn on the screen or use the mouse or any -- or keyboard. So, what we do is we train them young. We put young programs, CDs, for them to start learning, and then we guide them how to use the mouse. And, because I believe that what we think -- so many adults are afraid that the children at that age are going to break the computers or they don't know. I'm never afraid; I let them go in there and touch the screen, and they're touching it and they're doing it. And, a lot of the times they'll log off or they'll hit the print button, and that's fine. And, then by the time they get to first grade or kindergarten, they're so far ahead of many children that a lot of their parents don't have computers at home or never had access to a computer. Our kids will be like, "Oh, a mouse? We know what a mouse is. Oh, we know how to turn on and go to the next game or program." So, a lot of our kids are very aware of and know how to use the computer. So, we have that specific area in our room where they can go and always choose -- They want to play computer? Play. We just try to really base it on educational games. We really try to get them to play only games that are educational, that are only going to help them to learn, read, or write. We don't want them playing just games that are pointless and won't really benefit them. So, our main goal is for them to learn to use the computer and learn many activities that they'll benefit from.

Pat and Zel: Kids are used to learning by doing these things. There's so much more access to different things on the websites and different things. I love the computers, the games that go with our program, because they reinforce everything they're learning, and it gives children some independent practice doing things that I might not be able to do with every child. And, the computers are self-correcting, too, so if they make a mistake, it might do a tutorial back, or it might make them do it over again. And, it's something that me as an educator might not have time to do with each child individually. And, they like it, they do like it.

Voice in game: Triangle.

Pat: In old times, even when we did, let's say, triangles, even when I was trying to draw them, I might not be as precise on those points as they should be. And, years ago, even when we were kids, and even now, some schools, they hold up that musical triangle and say, "This is a triangle." Well, if you've looked at when I play the game "Is it or not?" with the kids, a musical triangle is not a triangle because it's open. So, I think, yes, it gives more precise things than I could draw or that kids see sometimes drawn in their environment, so I think it's great.

[Video ends]

Kristin: All right, everyone, we're back from that video. That was a great video of teachers discussing why they want to use technology in the classroom, how they use it. Really, they want to help develop children's technological fluency. Where does the mouse go? Where do you swipe? All of those kinds of things. Increasing children's comfort and awareness through exploration. So, again, we talked about the digital divide. That's really such a key point here, making sure that children are school-ready with technology skills, as well.

Dawn: Yeah, I love Sam's point about not being worried about the children breaking something, right? There are adults that worry about that. There's one button I'm going to press that's going to crash the whole thing.

Kristen: Right. Exactly.

Dawn: And, we need children to be comfortable and be aware of what's going on, and it's okay to try something, and there is a way to fix it and come back to it.

Kristin: That's right. To be curious about which buttons to push. It's very rare that you push something that can't be fixed.

Dawn: Yes. Yeah. [Chuckles] Usually.

Kristin: Right, usually. That's true, that's true.

Dawn: That's really true. Okay. So, when trying to determine which technology and media are appropriate, like we talked about, there are many different types of technologies out there, and really the key message here is that when technology contributes to the development, it should be used. When it doesn't contribute to it, it should not be used. And, it really is up to your professional judgment and actually trying it out to figure that out.

Kristin: I really like that; it's so clear. Does it contribute to the learning or does it not, right? Is it just busy work or -- yeah, that's fantastic. So, thinking about this is really important. Thinking about what to consider when using digital media in the classroom, digital technology. So, when will you use it? Which activity are you going to want to supplement with technology? How will you introduce it? Are you just going to put it out? I mean, think about bringing a tablet out for the first time. You're going to have children all around you wanting to touch it. What are your classroom rules or expectations going to be around it? Can children use it together? Can they pull it off the shelf at any time? All of these things are

really important to think about. And, then where will it be used? Will it be used in a certain area? Will it be something you could even take outside? So, all of these should be in the planning. Dawn: And, then also, does it promote opportunities for joint engagement? In a future video, we'll be seeing some examples of children working in small groups with their peers around a tablet. We'll also see some examples of a teacher engaging with the children as they're going through it. And, then, also, it's another way that you could provide some recommendations for parents in using digital media at home. It's really about that joint engagement, making that connection, and being active in it, not just something that the child's given and you sit there and you do that. Like, to add some more educational value to it, there has to be some engagement.

Kristin: That's right. And, so thinking about, here's a great example of adding in technology to an ongoing classroom activity. Here's a picture here of a child, a Play-Doh activity, she's made a Play-Doh pizza. She's cutting it into slices and maybe going to serve some pizza to her friends. Maybe there's a counting activity involved, she's going to count the children, how many pieces of pizza does she need to cut. And, then there's an activity, technology activity, that can be added in to this activity that really enhances the hands-on learning activity. So, this is another way -- or one way -- that these can be used together. And, it's just an addition, it's another tool that she can use or children can use to solidify this concept of counting in math.

Dawn: And, so some other things to consider when you're selecting is to think about whether or not that digital media you're going to use is open-ended. Does it allow for some creativity for children to use it? Does it, is it, like, not so prescriptive? So, if you were doing one particular activity, there might just be some very strict directions, right? Like you are putting this dot right here, this piece of paper. But when things are more open-ended, there are some apps that will allow for more of that creativity where there's choices children get with that. Is it designed for cooperative play? Is it going to allow you to interact with the TV screen? I think about some of the TV shows like "Dora" or "Team Umizoomi" where they actually tell the child to jump or, say, count the numbers or how many balloons are up in the air right now, and there's an actual pause when you do that. So, even though you are passively watching, there's still something that engages the child and asks them to interact with it. So, using your professional judgment when using those things, but think about how much is it designed for cooperative play and interaction between the media? Is it designed for flexibility of use, like you were mentioning? Can you bring it outside? How mobile is that piece of technology you're going to use, or that app. Is it an app that you can use in the classroom and something that you can also use at home? And, how well does it provide access and accommodations to all children? We're going to see a video coming up next where a mouse was modified to make it a little bit easier for a child to use it. And, so when you're thinking about it, you'll need to take into consideration how you can use technology in that way.

Kristin: That's right, so let's really illustrate that point right now by showing a video, a video that you just mentioned, about two teachers who are talking about how to help modify for a little boy who's having a hard time using a mouse on the computer. So, thinking about, when choosing technology, how can it be accessed by all the children in the classroom? Does the font need to be bigger? Does there need to be a red sticker on where to turn it on? So, thinking about those kinds of modifications, adaptations that we can use to our technology to make it accessible. Let's watch this video.

[Video begins]

Teacher: You know what, I've noticed that he's having a little trouble with the mouse and having those two clicking buttons there, he's having a hard time knowing which one.

Woman: Because those don't have them.

Teacher: Exactly. Because this is that single click. You know, what we could do, since he's getting used to that sticker being there, we could add a piece of Velcro there, as well. And, that way he can feel it.

Woman: Texture.

Teacher: Yeah, he can feel it too.

Woman: That makes sense.

Teacher: So, that, that is a great idea.

[Video ends]

Dawn: Okay, so that video really was a clear example of a modification being made for a child to make accessing that technology a little bit easier. So, the teachers were talking about what to do. I think they shared some ideas about -- or the coach offered some suggestions about what could be done to the mouse to make it a little more accessible. And, hopefully you saw that last shot zoomed in of what they actually did. So, just as a reminder, children have different needs in the classroom, and technology is not any different from any other tool or resource you might use in the classroom. You will need to be thinking about the accommodations you'll need for children to be able to access it successfully.

Kristin: That's right. Absolutely. Okay, so, is technology use effective? We are going to go through five questions right here. Some are a little bit humorous. And, when we go through these, we're going to give you an opportunity to chat in whether or not you think that these statements are effective uses. There's no right or wrong answer, there's no judgment here whatsoever. Just in your mind thinking about what we had talked about today, thinking about is this an effective use of how I might want to use in my classroom or how I might want families to use technology in their homes? Okay, so let's put up all of these.

Dawn: All right, here's number one. A preschool-aged child plays an online game in which he identifies letters and letter sounds.

Kristin: Okay. A mother watches an educational video with her son.

Dawn: A child and her father make a digital story together using digital photos and audio clips they record.

Kristin: Okay. A -year-old boy watches his father play World of Warcraft.

[Dawn chuckles]

Dawn: Or, a preschool-aged child uses an iPad app to make a drawing. So, in chat, do you think these are effective uses of technology? Why or why not? Let us know.

Kristin: Let us know. And, we can actually chat with you. We're going to go on and see.

Dawn: We're looking.

Kristin: Yes, we are. So, go ahead and chat with us.

Dawn: Yeah, we're nodding, because we're seeing this...

Kristin: We are, we're watching the chat.

Dawn: The letter sounds seem like a good one.

Kristin: Absolutely.

Dawn: Yeah. Yeah, because we were thinking about watching that educational video. I mean, it's rather passive, right? Like if the son's watching the video and the mother's watching the video, you're just watching it.

Kristin: That's right. But thinking about if it could be more interactive, maybe if the mother is pointing out to her child what she sees on-screen or maybe they're getting up from the couch and they're acting out the sounds that the animal makes. Or maybe she's asking questions: what do you think's going to happen next, or what colors do you see on the screen? That is just a little small change that can make it a more interactive experience.

Dawn: Yeah, yeah. Also I'm thinking of the one about the preschool-aged child using an iPad app to make a drawing. There's so many different types of drawing apps, and I think this is another time where you'd have to actually do it yourself and use your judgment and see how the child is actually playing that game, because there are some where they select a color and you, like, put your finger on, like, the shape, and it fills in that whole entire shape. But then there are other ones where you would use the same mediums that you would use if you were actually doing some right in the classroom, where you would have a pencil, you would have crayons, you would have markers, you would have a paintbrush, and those all look differently, and it's more open-ended, where it's a blank piece of paper for them to draw instead of, like, filling it in like you were doing a coloring book.

Kristin: I can see that, but really using more children, too, using that same activity, too, it's more creative, more open-ended.

Dawn: Mm-hmm, mm-hmm.

Kristin: Okay. That's great.

Dawn: So, again, you just -- you have to be critical. You have to try it out and you have to think about it.

Kristin: You really do. Thanks for chatting with us. We're going to show you another fun thing.

Dawn: Yeah, so thinking about how you integrate digital media into the classroom, one of the first examples of that was "Mr. Rogers' Neighborhood." We mentioned him right at the beginning, the Fred Rogers Center. And, this was a show where Mr. Rogers was using the technology of his time, which really was TV, to get his messages about social-emotional development and children's mental health and learning for young children to the world, whoever had PBS and was watching that.

Kristin: That's right.

Dawn: So, what we're going to show you is a clip from Mr. Rogers' Senate testimony video, and it's an example of where he's trying to advocate for more funding for the continuation of the show and how that comes across and some of the things he was able to do by using the technology of his time.

Kristin: That's right.

[Video shown]

Dawn: All right, so welcome back from that video. I tell you, if that doesn't just put a smile on your face.

Kristin: Yeah, if you don't know who he was, please look him up. He's just -- he was just such a great, you know, champion for children and social-emotional development and mental health for very young children, boys and girls. So, anyway, we're glad you could see that clip with us.

Dawn: And, it's really like it's early childhood he was focused on, and it's kind of like the beginnings of technology in early childhood, what he was doing there, and so we really wanted to make sure we included that in the show, because it was one of the first ways that social and emotional development was really being talked about in an explicit way. And, so, there are other shows today that do that, and of course that's something you're working on in the classroom all the time, as well. And, some of the other ways -- we talked about it in our very first show of the season was that technology can be frustrating, too, right? So, sometimes things don't work the way that they're supposed to. And, the same way it's frustrating for adults, it can be that way for children, especially if they're trying it out for the first time. So, again, that's another opportunity to practice some persistence and practice some patience and work on some other social-emotional skills that come along with being frustrated and dealing with those emotions.

Kristin: That's right.

Dawn: And, then, also for social-emotional engagement, there is the engagement with peers, and adults, and teachers. So, it gives you that chance to practice cooperation and how you might share that new tablet that everyone's trying to work on and work out how you're going to share some activity that you're doing on the game. We'll see some examples in the video we have coming up about examples of technology being used in the classroom. And, there's a puzzle game that they're using. And, thinking about how the teacher could maybe scaffold how two children can play that game at the same time as opposed to the one that they have in the example. So, even within the games, there's opportunity to work on some of that social engagement.

Kristin: Absolutely. Okay, so thinking about interacting with technology, how teachers are interacting with technology, how children -- here's a photo here of a child; you can see another child near him. He's using technology in the classroom, he's using a special tool, he's tracing letters, and it's giving him immediate feedback, which is also another thing that technology can help with. So, we're going to watch a video Dawn just mentioned of seeing videos in, of teachers using smart boards, tablets, and computer games in the classroom. So, let's watch how they're using this in Head Start.

[Video begins]

Teacher: What's today?

Child: Saturday!

Teacher: Let's see, Manny, can you find what day it is today?

Child: Saturday!

Teacher: Here you go, Manny. Today is, tuh, tuh, tu...

Woman: It's the second day of our week. It's the second day of our school week.

Teacher: Tuh, tuh, Tuesday. It starts with T. Tuh, tuh, Tuesday. Got it?

Woman: Good job!

Child: What's this...?

Teacher and children: Today is Tuesday.

[Next video]

Teacher: What are we going to do next? Ooh, I wonder what that's going to be a picture of? What do you think it's going to be a picture of? Huh?

Child: Um...

Teacher: Hmm? What do you think it's going to be a picture of before we finish it? It's looking like something.

Child: It looks like a sheep.

Teacher: It looks like a sheep?

Teacher: You think it's going to be a sheep? Child: Yeah.

Teacher: Why do you think it's going to be a sheep? Child: Because sheep, um... Teacher: Is that a sheep? Child: No, it's a goat.

Teacher: Huh? A goat!

Child: I'm going to get it.

Teacher: Huh? What letters do you see in the word "goat"?

Child: G.

Teacher: G.

Child: O.

Teacher: O.

Child: A.

Teacher: A.

Child: T!

Teacher: T.

Great job!

[Next video]

Teacher: You're doing a great job over here. What is that? What is he doing?

Child: He's sleeping. Teacher: He's sleeping. Why do you think he's sleeping? Why do you think he's sleeping?

Child: He's tired.

Teacher: He's tired. Do you go to sleep when you're tired? What else do we do -- great job. What else do we do? What letter is this?

Boy: O.

Girl: O!

Teacher: Good, Brianna. That is an O. What letter does Jamari have?

Jamari: O.

Girl: H!

Teacher: H, H. And, what H can be for, Jamari?

Girl: Hair.

Teacher: Hair. Good. Good, Kashi. Hair, very good. Why do you think he's going -- what's this clock for? Why do you think he has that clock right there?

Girl: Because when it's time to wake up.

Teacher: So, he can wake up. It would help him wake up. Do you think it's going to help him wake up? Huh?

Girl: Yeah.

Teacher: Because he's oversleep. So, did the alarm clock go off? Did the clock go off? You think it went off? Look at him. What is he doing?

Girl: Sleeping.

Teacher: He's sleeping. He's still asleep.

[Video ends]

Dawn: Okay, so there you're seeing some examples of technology being used in actual Head Start classrooms. That smart board, we noticed in the poll that not a lot of people were using smart boards, so maybe that was the first example you've seen of that, and they were using calendar -- doing the calendar activity that lots of folks do, and using technology to do that.

Kristin: Yep.

Dawn: And, then you saw the teachers really doing joint media engagement, like there was some interaction, you saw the children interacting around the tablets and that computer game, and lots of questions being asked. All learning goals being addressed there.

Kristin: Absolutely. So, really it's clear, I think, that planning needs to be intentionally in the forefront of your mind.

Dawn: Absolutely.

Kristin: At whatever this is. Whatever you're going to be using. So, whether it be the smart board, the tablet, all of that, it's planning.

Dawn: Mm-hmm. Okay, so here are some things for you to consider about what are appropriate and effective uses. So, thinking about how and in what ways does the digital media address the child's learning goals.

Kristin: Yes.

Dawn: Is it appropriate for the child's developmental level and needs? And, does it provide another opportunity to practice a skill?

Kristin: That's right. So, how and in what ways does the digital media that you are going to use in your classroom provide an opportunity to highlight the abilities of the child? So, does it highlight abilities of just a small group of children in your class, or can it highlight abilities of all children in your class? Does it

work well for children who are learning dual languages? Is it easy to use? Does it support their dual language learning? Is there a way to support their home language with the technology that you're using? And, is it -- can it be used well with advanced learners, children who are needing a little bit of a more challenge or extending the project a little bit longer or a little bit more for them. Those are ways that we want to think about, those would be appropriate ways to think about and be effective.

Dawn: Yeah, I mean, it could be another way to see a strength that you hadn't seen yet.

Kristin: Absolutely. Absolutely.

Dawn: And, then how and in what ways does the digital media -- like, is it -are you using it for the recommended age? We're going to -- when we play our game, we'll be on pbskids.org, and all of those have age recommendations. Is it interactive and not passive? How does it promote social engagement? And, how is it scaffolding independence? So, just some things for you to consider to use when you're -- and to think about how to evaluate the technology you're going to be using in your classroom.

Kristin: That's right. Okay, so we are going to just have a very quick chat question here. What learning goals, of all this information that Dawn and I gave you, and we gave you a lot today, how are you thinking about -- what are you thinking about right now? What learning goals will you think about using technology or adding technology to? And, what are you thinking about when you're thinking about those learning goals? So, go ahead and chat for just a brief moment, and we will be back with an activity for Try it Out!

[Music plays]

Dawn: Okay, thanks for entering that information into chat. We are back to Try It Out! We're going to try and give you some things that you could do in your classroom the next time you want to take the opportunity to do it.

Kristin: That's right.

Dawn: So, we have one game that we are going to play. We're going to go online and play a game together. And, then we'll also offer another idea for an activity that you might want to try and do in the classroom. So, the game we're going to play is called Peg + Cat. It's found on the pbskids.org website.

Kristin: That's right. So, thinking about, we are going to go through a form. And, you do not have this form yet. It's not something that you've received. We will send it to you in the follow-up document. It is called the Digital Technologies Planning form, and we've modeled it after our scaffolding suite, one of the tools in there. And, so for today, while we're going through it, this is a brand-new form to you, please just grab a scratch piece of paper, if you have your tablet, any technology around, your smartphone, where somewhere you can take notes on. We're going to fill out part of a worksheet together that we have adapted, all right? So, here's what it looks like.

Dawn: Yes, so this is -- you'll be getting this in follow-up, and we're just going to read to you what's on there. So, at the top of it is the name of the activity. The next part is the children that you will actually

use it for. Maybe it's a small group that you're trying to work on or one child in particular. What the learning domains are that you will cover. The learning objectives that are going to be targeted. The steps in that activity: what are you going to do first, second, or third. The scaffolding strategy: what are you going to connect to what you are doing in the classroom and what's going -- how that technology is going to enhance it. What the teacher will say. So, what are the questions you are going to ask, how might you narrate so you're really intentional and planful about that. Was there joint media engagement? How are you going to engage in that either with adults or with peers? And, observations about that activity. So, what will you do differently next time to add some reflection to it?

Kristin: That's right. Okay, so the joint media engagement, we've talked a little bit about this during our show today, but really what we want is for joint media engagement to happen rather than just co-viewing. So, co-viewing refers to just like if you and I were going to be just sitting here watching a show or watching a video. It's not bad, it's enjoyable for us, right? But really we want joint media engagement to happen, referring to the "spontaneous and designed experiences of people using media together." Okay, so that's what we want to think about when doing this form. Okay, so the activity today, we're going to play a game, okay? This is going to be very fun. We're going to play it online, and we're going to talk about it while you're seeing the game happen. So, you'll also hear Dawn and my voice.

Dawn: All right, so here we go.

Kristin: Okay.

Woman: Peggy Peg is splashing in the bathroom, and she needs your help.

Peg: We're going to have a bubble party, and we need your help filling the tub with water. Woman: Which container would you like to use? Pick one.

Kristin: Okay, so children get to pick a container that they want to fill the tub with. The object of the game is to try to fill the tub with the correct amount of containers.

Dawn: And, these are containers that you might see around the house somewhere.

Kristin: That's right.

Dawn: All right, so we chose that one. And, you click on it, you poured it.

Woman: This is how much water one container holds. How many containers will it take to fill the tub altogether? Let's estimate. That means make a careful guess.

Kristin: We love how she says, "Let's estimate. Let's make a careful guess." Okay, so one of those containers filled it about half full. This is a spot where you could even pause the game and talk to children about what you're seeing. Okay, what do you think, Dawn?

Dawn: So, let's go with number 1. Kristin: Let's go with number 1.

Woman: Click on each container to pour it in. Let's add this one and then -- One! Hmm, we don't have enough containers to fill the tub. Here's some more.

Kristin: Okay.

Woman: Keep adding water until the tub is full.

Kristin: So, it's done some correction.

Dawn: Mm-hmm.

Woman: Two! All right, the tub is full.

[Water splashing]

Click different things in the bathroom and watch what happens. To play again, click here.

Kristin: Okay.

Dawn: Okay, so this was just an example of like selecting a game that you could use to figure out what kind of goals is it going to be able -- what kind of goals are you going to be able to address in there?

Kristin: That's right.

Dawn: So, this one reinforces many different curricular content areas. Now we're going to kind of go over that form and think about what areas that we could address using it, and we're going to talk specifically about the learning domains, learning objectives, and the scaffolding strategy you could use.

Kristin: That's right, so with that game, there were lots of things that you could target with that game, right? There was some prediction, there was new, novel words, right? So, the learning domains, thinking about approaches to learning and language development, logic and reasoning, mathematics, of course. And, then the learning objectives that could be on individual learning plans for children: predicting, increasing vocabulary, using novel words, answering W-H questions, following one-step directions. So, all of those can be targeted.

Dawn: Yeah, and also with scaffolding, you can pause the game and summarize what was said by the voice that was coming through the computer or you could try restating the question that was asked of the children. Or you could pause the game again and allow the children to touch the screen and count to make a good guess before clicking on the number.

Kristin: That's right. So, we're going to show you one activity that you can maybe do in your classroom. It's a very simple activity about decaying and decomposing fruit.

Dawn: Mm-hmm. So, this is, you know, a science experiment that happens in a lot of programs. The idea is that you get some ripe fruit, you keep it in your classroom for two weeks, keep it in a plastic bin, and you could use cameras or a tablet or your cell phone camera and allow children to take pictures over the course of that couple of weeks to collect their data, and then they can also make some observations

about what's happening. And, then they could observe the changes that are happening over time. There's also a great way to integrate some of the novel words you might be working on, like "rotting" or "decay." And, so a typical science activity that you could do. And, what we want to have you guys do right now is thinking about this, we're going to have you chat in what you might do to -- or how you might have children meet some of those learning objectives in the learning domains and other scaffolding strategies that you could use if you were going to do this activity in your classroom.

Kristin: That's right.

Dawn: So, we're going to have you do that in chat by using those sections of the Digital Technology Planning worksheet.

Kristin: That's right, learning domain, learning activity, and scaffolding.

Dawn: Mm-hmm.

Kristin: All right, so go ahead and chat, and we will be back in a moment for Resources.

[Music plays]

Kristin: Hi, everybody. Welcome back. We are going to go through some resources, and we're not going to spend a lot of time on these resources today because these all will be in your follow-up, and we are very excited for our Behavior Management Minute. Okay, so the first one is a checklist that you will get the link to that you can learn about how to select media for your classroom, and that will come also in the follow-up. It's a great checklist to use.

Dawn: It is. We talked about PBS Kids. There's a teacher resource section there that has lesson plans for you. Go ahead and check that out. There's also Next Generation Math. There's an app that's available called Gracie & Friends. It really is doing a good job of connecting early childhood math and technology.

Kristin: That's right. And, the new coviewing, which is what we talked about with the joint media engagement. Go ahead and take a look at this document. You'll have the link, and it will also be in your follow-up. It's just a really, really nice way to think about how you want to help children and teachers watch media together.

Dawn: That's right. And, there is a -- we do a Front Porch call here once a month at NCQTL. There was one done on young children learning with digital media. So, please go ahead and check that out in the follow-up document. Okay, we're going to take a short break with a poll. We know that you guys do Teacher Time watch parties. We want to know how many are watching with you. When we come back, Gail's going to be here with us for the new Behavior Management Moment and Resiliency and Wellness. And, during the poll, you'll hear some music.

[Music plays]

All right, thanks. We are back with our Behavior Management Minute and Resiliency and Wellness. Hi, Gail.

Gail Joseph: Hi.

Kristin: Hi, Gail.

Gail: Hi. I am so glad to be here. It's just been fascinating, really, really. Such a great topic, and I was just thinking -- I'm going to try use the words right -- but I was just thinking that Teacher Time watch parties, the ultimate joint media engagement, right?

Dawn: Oh, my gosh, yes!

Kristin: Seriously.

Gail: So, we present stuff over media, and they're going to talk about it, chat about it, so it's great.

Dawn: Definitely.

Gail: But I'm here to talk about something else. All right. So, we've decided to have a new section called Behavior Management Minute.

Kristin: Love it.

Gail: Got to tell you, so observing a classroom last week. Great teacher, lots of fun, great things going on, time for circle time, right? Group -- a large group time, she's got a great plan about what she's going to do, she's got some social skills stuff she's going to teach at circle time. She's going to do a welcome circle song so that everyone's name is acknowledged, great time to build membership. She's got a really good idea about what she wants to do at circle time. But this is how it started, okay? And, I think we've all been there, right? So, she starts circle time and -- ding, ding, ding, time for circle time! And, a couple kids came right over. It was so great! And, they were right there and they were ready, they were with her, couldn't wait to get started. And, then -- but the rest of the class wasn't there yet, right? And, so she starts calling kids over, right? So, she starts, you know, "Samira, come on, time for circle time! Isaiah, put the book down. Come back over to circle time." You know, "Ekron -- Teacher Peggy, could you help Ekron get that back? And, Louise, time to start circle time. Come on, yeah, put that down." You know, so anyways, by the time she's done, she's kind of feeling a little bit flummoxed is what I think it looked like. And, then, you know, the two kids that did come over right away have started entertaining themselves with the circle time rugs. I remember this. I remember being kind of hit by circle time, right? So, that's what's happened, right? So, I'm just like thinking, okay, time for a management minute here.

Dawn: Yeah.

Kristin: Yes.

Gail: Okay, this is going to feel very low-tech given what you all just presented, but here's a few little ideas. So, kind of counterintuitive, but instead of waiting for every child to be there before you start the

circle time song, is to start with just something interactive and very fun when just a few kids are there. You don't have to start your big stuff, but just a little transition tool, right? So, now these are some fun things that I brought. Again, very low-tech, but, you know, it used to be that you could say, "Hey, come on, time for circle time!" And, then we would do a little -- I know you're bracing for it -- we would do a little rain. We would do a little rain. We'd say, "Oh, it's raining over here at circle time!" And, we'd spray the rain, and kids love that!

Kristin: Get out your umbrella!

Gail: Exactly, exactly! So, you're getting reinforced for getting here right away. The rest of the kids want to come, they want to be a part of the rain. It might just be a Seattle thing, but you could try it, right? Okay, here's another one. Lotion, hand lotion, right? So, you could say, "Oh, kids at circle time are getting hand lotion!" Right? I know you really want it, but I'm not going to give it to you right now. But we would. And, so circle -- like hand lotion. And, what I love about this one is that if they're doing this, they're not like, you know, doing this or throwing things, right? So, it's just a little way to motivate, plus their hands will be nice and supple and soft. Okay, here's another one: blow bubbles. "Ooh, kids coming to circle time are getting bubbles," right?

Kristin: Love it.

Gail: So, I'm blowing bubbles all over. Okay, so a fun thing, right? Takes just a second, but you're getting reinforced for being there right away. You're getting my time and attention and something fun, and the other children are coming over right away, right? The entertainment's not getting called to circle time, the entertainment is happening over here, right? So, they come on over. So, that is the management moment. It works well to get children, you know, that were at the computer and need to come to circle time as well, right? Right? In fact, you can do a little buffer activity where I might go over to the child right before I start circle time and say, "Hey, I know you're really excited about the computer, but do you want to be the one to do the rain today at circle time?" Right? So, you do a little buffer activity.

Kristin: Fantastic idea!

Gail: Anyways, fun little way to get kids. That's the management minute.

Kristin: Good. Gail, I'm so happy you're here, because this is going to be something we're going to do every month.

Gail: Every month.

Kristin: And, so, so critical. I know that that's a lot of what we get asked about, so thank you so much. We are going to now roll right into your next segment, which is Resiliency.

Gail: Right. So, we always want to talk about Resiliency & Wellness, because remember that teacher was getting a little flummoxed at the circle time there, right? But if we feel good, if we are resilient, we can make our way through those things. So, I always bring you something, so we've had

thought -- our thought challengers, I brought you some insoles, so I know you're excited about what you have today.

Kristin: I am excited. Oh!

Gail: Silver medals.

Dawn: Silver?

Gail: Yeah, second place. Second place, all right?

Dawn: Thank you. All right.

Gail: Okay, but hang with me.

Kristin: I know you have a plan.

Gail: Big resiliency lessons we can learn when we think about taking a silver, okay? So, one of -- a great resiliency skill is to practice thinking like a resilient person. And, some of the most resilient people when you think about them are professional athletes, because actually if you think over their time, they've probably lost more than they've won. Even though they've done big wins, they probably lose a lot. And, so how do they keep going? How do they survive and thrive through those moments, right? So, here's a quick little story. So, there was a swimmer -- you might remember him; he's still around -- Ian Thorpe, renowned Australian swimmer. I remember when this was the big deal, , Thorpedo, right? So, he was -- he was the big thing, right? Now, everyone thought he was going to sweep the golds. He was just going to take gold in everything. Definitely had the skills to do that, absolutely. Thought he was going to win gold in everything. He did take a gold, then he swam the next race, and he took silver, right? He took silver. But here's where he thought like a resilient person. So, he immediately gets out of the water, cameras are on him, and his speech, just the model of thinking like a resilient person. So, the first thing he did, he thanked his coaches, his family, the people that are there for him. So, I think about that as the support network that we've talked about on Teacher Time before. He thanked his support network. Next thing he did? Talked about what he was happy with in terms of how he performed, right? What did I do well? What am I happy with, what am I pleased with? What did I do well in this? And, then he talked about what he needed to do different. What he needed to practice more on, right? "I just need to practice more on jumps and turns," right? And, then he said, "I'm looking forward to the next race," all right? So, let's think about that as a recipe for thinking like a resilient person. So, maybe -- as we were talking before the show, maybe you got a B+, right? Feels like a silver medal, right? So, but you could go through this same kind of thinking, right? So, what did you -- thank your support network, helping you get through that, get that paper written. But then you can think about, "Gosh, what did I do well? What did I do great on this paper? What do I need to do more of? And, I can't wait until I get to write the next one." Right? You can think about that. Maybe you interviewed for a job, you didn't get it. Thinking like a resilient person gets you back out there again. Maybe you got a classroom observation, and you thought, "Wow, I did great," and you get it, and you just think, "Wow, I didn't do as well on this as I thought," but we can think like a resilient person, right? So, we can thank our support network. "Gosh,

what did I do well?" right? And, then, "What can I practice more on? And, I can't wait to have them back in my room to show them what I've learned."

Kristin: And, how about modeling that for somebody who you teach with who's maybe not feeling as resilient, right?

Gail: Exactly. That's right.

Kristin: Think about all the things you're doing well, think about what you're going to do next time. I love that.

Gail: That's so great. You can scaffold them through.

Kristin: That's right.

Gail: So, embrace your second places, because it's often that chance to think like a resilient person.

Kristin: It's better than first! Thank you, Gail.

Gail: You're welcome.

Kristin: Fantastic. Thank you so much. All right, so we are now going to wrap up our show.

Dawn: Yeah.

Kristin: And, we are going to be right back with closing announcements and a moment of "Awwww!"

Dawn: Awww.

[Music plays]

Kristin: All right, welcome back. This is it, we're wrapping up our show for today. This was a really packed, full show. We're so happy that you stuck with us, and we are excited to talk about, you know, what's coming up next. So, stay in touch. We want to hear from you. If you email us questions or ideas that you have, we email you back. We promise you. You can send us your ideas, send us your photos: ncqtl@uw.edu.

Dawn: And, when you do, we'll have a token of appreciation for you.

Kristin: Yes, we absolutely will.

Dawn: We are on Twitter at #NCQTL. You can let us know what you're thinking there and share information with us from that. Also if you haven't had a chance to sign in yet, please do so. That way we can send you the follow-up document and announcements from us.

Kristin: That's right. You'll get all those links in the follow-up as well as the digital planning form that we talked about. All right, the evaluation and the certificate will be open for the next hour, so you're welcome to fill that out. You can expect your certificate to be in your inbox later next week.

Dawn: And, as always, you can find the recordings from previous shows on the ECLKC and also on teachertime.org.

Kristin: That's right.

Dawn: That's it.

Kristin: All right, we will see you next month, everyone. Goodbye. And, as promised, here is your moment of "Awwww."

[Music plays]

[End video]